

VISIT...

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MATERIALS

Segment and Blend Phonemes



5–8 minutes

Say the word *store* sound-by-sound: /s/ /t/ /ôr/. Ask the child to blend the sounds together to say the word. Repeat with the word *noise*: /n/ /oi/ /z/. After the child has blended the word, have him/her tell you how many sounds he/she hears in the word (3).

Say the following words one at a time. Have the child repeat each word, segment the sounds, and tell you how many sounds he/she hears in each word.

tutor: *phone*; **child:** /f/ /ô/ /n/ (3)

tutor: *close*; **child:** /c/ /l/ /ô/ /z/ (4)

tutor: *stride*; **child:** /s/ /t/ /r/ /î/ /d/ (5)

tutor: *prawn*; **child:** /p/ /r/ /ô/ /n/ (4)

tutor: *strange*; **child:** /s/ /t/ /r/ /ā/ /n/ /j/ (6)

**Workmat;
Counters**

Give the child the workmat and counters. Say the word *plain*. Have the child tell you how many sounds he/she hears in the word (4). Have the child choose the appropriate set of boxes on the workmat and push a counter into each box for each sound he/she hears in the word *plain*. If the child has difficulty, demonstrate how to push the counters as you say the sounds: /p/ /l/ /ā/ /n/.

Repeat the steps with the following words: *sprain* (5), *tweet* (4), *crime* (4).

Game cards

Name each picture with the child: *toy*, *toe*, *bee*, *ax* (2 sounds); *hive*, *top*, *horse*, *cork* (3 sounds); *clock*, *cloud*, *truck*, *stick* (4 sounds); *thirteen*, *rabbit*, *candle*, *screen* (5 sounds). Shuffle the cards and spread them out face down on the table. Have the child turn over two cards and segment the sounds in the picture names. If the words have the same number of sounds, the child can keep the cards. If not, the child turns the cards over. It is now your turn.

Manipulate Final Phonemes



3–5 minutes

Say the word *page*. Tell the child that you can make a new word by replacing the /j/ sound at the end of the word with the /d/ sound. Say the new word: *paid*. Have the child change the /d/ at the end of *paid* to /n/ and tell you what new word he/she has made (*pain*). Then have the child change the /n/ in *pain* to /st/ and tell you the new word (*paste*).

Have the child make new words by changing:

the /d/ in *led* to /g/: *leg*

the /g/ in *leg* to /ft/: *left*

the /ft/ in *left* to /nd/: *lend*

the /nd/ in *lend* to /t/: *let*

MATERIALS

Read-aloud
book

Then have the child make new words by changing:

- the /n/ sound in *chain* to /s/: *chase*
- the /sh/ sound in *blush* to /nt/: *blunt*
- the /nd/ sound in *bend* to /lt/: *belt*
- the /p/ sound in *sleep* to /v/: *sleeve*

Manipulate Medial Phonemes



3–5 minutes

Say the word *bell*. Tell the child that you can make a new word by replacing the /e/ in the middle of the word with the /ô/ sound. Say the new word: *ball*. Have the child change the /ô/ in the middle of *ball* to /i/ and tell you what new word he/she has made (*bill*). Then have him/her change the /i/ in *bill* to /u/ and say the word he/she has made (*bull*).

Have the child make new words by changing:

- the /ôô/ sound in *wood* to /î/: *wide*
- the /ô/ sound in *croak* to /ē/: *creak*
- the /î/ sound in *bite* to /ā/: *bait*
- the /ē/ sound in *sneeze* to /ōô/: *snooze*

Optional Listening Activity

Read the book *Mr. Irwin's Field Trip* or a title of your choice to the child. Show the child the cover illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words with the *r*-controlled vowel sound /ûr/ as in the words *Mister* and *Irwin*. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask: *What do you think might happen next?*

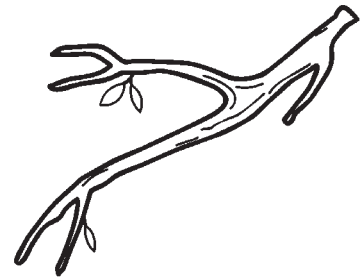
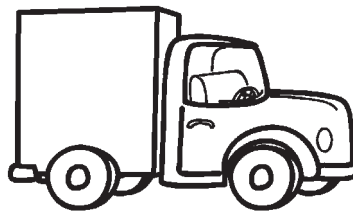
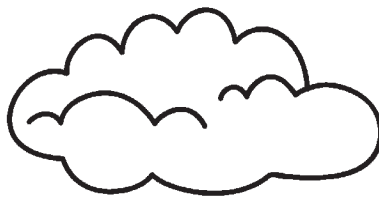
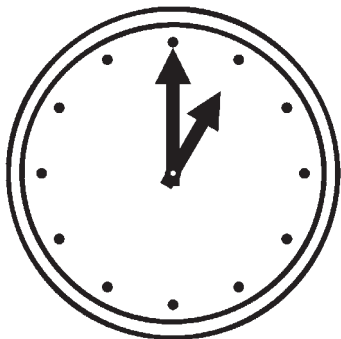
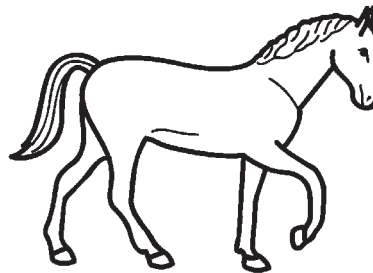
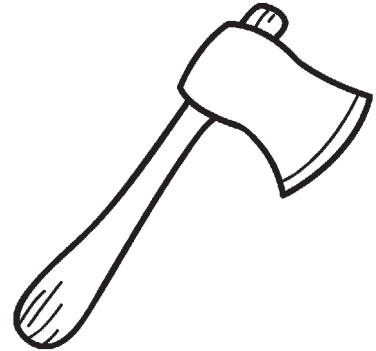
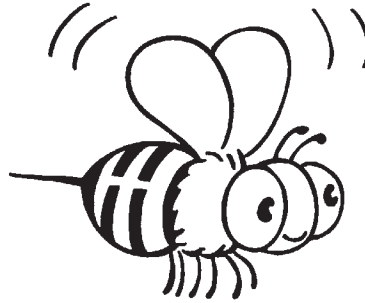
When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *What did you think of this story? Why did Mr. Irwin like the last field trip the best?*

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